

Discussion Guide for *Thasya*

Thasya Lumingkewas, 8, thrives at Maple Wood Elementary School in Somersworth, NH. The school has implemented Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), and Universal Design for Learning (UDL). This film highlights the power of presuming competence, differentiated instruction and augmentative and alternative communication.

1. What do you hear and see that tells you Thasya is “included?”
2. What are the presumptions about her competence as a student attending general education classes and activities?
3. How do people at Maple Wood School describe Thasya’s behavior?
4. How might you or your school respond to Thasya’s behavior?
5. What impact did the introduction of a more sophisticated communication device have on Thasya’s behavior and her academic and social engagement?
6. What beliefs, practices, and systems make Maple Wood School an “inclusive school?”
7. Can you think of anything that might be needed to increase her membership, participation, and learning in the general education classroom?



Scenes from *Thasya*, top to bottom: Thasya playing piano during a school concert; using her augmentative communication device to chat with classmates during snack; playing Ring Around the Rosie during recess.

Michael McSheehan, Clinical Assistant Professor, Communication Sciences & Disorders, and Project Director at the Institute on Disability at UNH, was a key contributor to this discussion guide. McSheehan is a co-author of *The Beyond Access Model* (Paperback & CD ROM). For more info, visit www.iodbookstore.org.